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ABSTRACT

The evaluation report describes the Special Education Training and Resource Center (SETRC) program in New York City, designed to provide knowledge and skills to prepare parents of handicapped children as well as personnel in general education, special education, occupational education, and support services to work effectively with handicapped students. The SETRC training program targeted four objective areas: educational personnel, local needs, parents, and information dissemination. SETRC provided a total of 8,161 hours of training in 1988-89 falling short of the proposed number but providing an increase in the average number of hours offered per trainer. SETRC trainers met or exceeded the training objectives for occupational education personnel, support personnel, and special education personnel but did not meet the objectives for serving Limited English Proficiency personnel, preschool personnel, and parents but did increase efforts over the previous year. Trainers expressed satisfaction with the training. Administrators were overwhelmingly satisfied with the SETRC training and would have liked to utilize trainers more. Parents and educational personnel who used services of the Resource Centers responded favorably to this component. Recommendations included provision of a specific number of hours for technical assistance and enhancement of publicity to attract users to the Resource Centers. (DB)

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OREA Report

Evaluation Section Report

SPECIAL EDUCATION TRAINING AND RESOURCE CENTER PROGRAM (SETRC)

1988-89

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FINAL EVALUATION REPORT

John E. Schoener, Chief Administrator

December 1989

Evaluation Section Report

SPECIAL EDUCATION TRAINING AND RESOURCE CENTER PROGRAM (SETRC)

1988-89

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SPECIAL EDUCATION TRAINING AND RECOURSE CENTER (SETRC) 1988-89

SUMMARY

The Special Education Training and Resource Center (SETRC), supported by the New York State Education Department (S.E.D.), was designed to provide knowledge and skills to prepare parents of handicapped children and personnel in general education, special education, occupational education, and support services to work effectively with handicapped students. The SETRC training program targeted four objective areas: educational personnel, local needs, parents, and information dissemination. SETRC also provided information and materials through its six Resource Centers located in each of the five regions of the Division of Special Education (D.S.E.) and Staten Island.

S.E.D. developed 11 training objectives based on the amount of money budgeted for the program and the priorities established by the state for training special education personnel. In addition, S.E.D. prescribed a specific number of training hours to be delivered for ten of the 11 program objectives.

SETRC provided a total of 8,161 hours of training in 1988-89, falling short of the proposed 8,530 hours. While less than the number of hours delivered in 1987-88, this outcome represents an increase in the average number of hours offered per trainer. (There were two fewer trainers in 1988-89.)

The evaluation of the 1988-89 program conducted by the Office of Research, Evaluation, and Assessment (OREA) found that SETRC trainers met the training objectives for occupational education personnel, support personnel, and special education personnel, and exceeded 1987-88 outcomes for the latter two groups. SETRC trainers did not meet the objectives for LEP personnel, preschool personnel, and parents but their efforts increased substantially over 1987-88. While both trainers and DASEs described the 1988-89 SETRC program as responsive to the needs of its population, it did not meet the objective for training based on local needs. In addition, SETRC did not meet the objectives for training parents of elementary and secondary school children.

SETRC trainers expressed satisfaction with the training; they felt the program was more flexible and varied in 1988-89 than it had been in the past. DASEs were overwhelmingly satisfied with the SETRC training. However, because the demand for the trainers' services was great, DASEs felt they were not able to utilize the trainers to the extent they would have liked.

Parents and educational personnel who availed themselves of the services offered by the Resource Centers responded favorably to this component of SETRC. The majority of those responding reported they were able to obtain the materials they desired; the SETRC staff was helpful; and the libraries had met their expectations. Respondents commented that their use of these services was limited by the location of the Resource Centers which imposed time and travel restraints.

Based on these findings, OREA makes the following recommendations:

- Propose a specific number of hours for the technical assistance objective based upon the demand for such services;
- Enhance publicity efforts in order to attract users to the Resource Centers;
- Provide Resource Center users with information regarding how to obtain updated materials when not available at the center.

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I. INTRODUCTION

This report presents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the 1988-89 Special Education Training and Resource Center (SETRC) of the New York City Public Schools. The program was supported by a New York State Education Department (S.E.D.) grant funded by Part B of the Education for all Handicapped Children Act (E.H.A.). SETRC was designed to provide the knowledge and skills for general education, special education, occupational education, support personnel, and parents to work effectively with handicapped students.

SETRC training constituted four objective areas: educational personnel, local needs, parents, and information dissemination. SETRC also provided information and materials through its six Resource Centers located in each of the five District of Special Education (D.S.E.) regions and on Staten Island. S.E.D. developed 11 training objectives for each area based on the amount of money budgeted for the program and the priorities established by the state for special education training. In addition, S.E.D. prescribed a specific number of training hours to be delivered for ten of 11 program objectives.

PROGRAM DESCRIPTION

SETRC is one of several federal, state, and local programs that deliver training to teachers, support personnel, and parents on issues relating to special education. SETRC coordinated audiences, content, and schedules with other training efforts and developed services to meet needs which could not be addressed by these other sources. SETRC trainers supported the efforts of district teacher trainers through direct delivery of services or turnkey training, as requested. They also supported district and school personnel in local training programs. In addition, SETRC

coordinated its efforts with local colleges and universities where appropriate.

SETRC training focused on helping special education personnel gain access to the general education curricula and on modifying instructional techniques and materials to assist students with handicapping conditions. Training for parents of handicapped students at the primary and secondary levels provided them with the knowledge and skills to deal effectively with the planning and implementation of their children's Individualized Education Program (I.E.P.). SETRC also provided information to parents and teachers of preschool students relating to educational and other services for handicapped children. SETRC provided the technical assistance component in order to assist personnel in need of immediate support.

The six SETRC Resource Centers served general and special education personnel (primarily teachers), parents, and professional educators by making available a variety of special education materials and audio-visual equipment for free loan. In addition, curriculum and testing materials, journals, texts, and media facilities were provided for review purposes. In each of the centers, at least one paraprofessional was available to assist visitors in locating and selecting materials to suit their particular needs.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology, Chapter III presents qualitative and quantitative findings by objective, and Chapter IV presents conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

PROGRAM OBJECTIVE

The objective of the SETRC program is to provide information to special and general education personnel and parents to increase their knowledge and ability to enhance the education of students with handicapping conditions from kindergarten through high school. The program endeavored to meet the number of training hours proposed by S.E.D. for each of ten training objectives. S.E.D. did not set training hours for either the technical assistance objective or the SETRC Resource Centers which served as an additional source of information and materials to enhance the education of handicapped and at-risk students.

EVALUATION QUESTIONS

OREA's evaluation questions included the following:

- Did the program meet the mandated number of training hours for each objective?
- Were SETRC trainers able to meet the needs of their constituents?
- Were District Administrators of Special Education (DASEs) satisfied with the services provided by SETRC trainers?
- Were users satisfied with the Resource Centers?

EVALUATION PROCEDURES

Sample

OREA interviewed seven of 13 SETRC trainers: three based in each of two randomly selected regions, three from D.H.S., and one based in the Office of Professional Development and Leadership Training (O.P.D.L.T.). In addition,

consultants interviewed three DASEs in each of the two sample regions. Finally, OREA conducted a survey of users visiting four of the six Resource Centers during a selected three-week period. A total of 189 users responded to the survey.

Instruments

OREA developed trainer and DASE interview schedules to obtain information about program planning and implementation, and to obtain suggestions for the improvement of the program in the future. DASEs were also asked to comment on program outcomes, including both the extent and quality of this year's program offerings. Finally, OREA developed a survey designed to assess Resource Center users' satisfaction with this service and to elicit suggestions for improvement of this component.

Data Collection

Trainers regularly reported all training information to O.P.D.L.T., which then reported to OREA the total number of hours of training offered under each objective. R urce Center users completed surveys during May. SETRC trainers and the sample of DASEs were interviewed during June.

Data Analysis

OREA determined whether SETRC had delivered the proposed number of training hours for each objective. OREA analyzed the qualitative responses of SETRC trainers and DASEs and computed response frequencies for all items on the Resource Center surveys.

III. EVALUATION FINDINGS

IMPLEMENTATION

Organization

Two members of the SETRC staff were based in three of the D.S.E.'s five regions, one served each of the other two regions*, four served in the Division of High Schools (D.H.S.), and one was available through the Office of Professional Development and Leadership Training (O.P.D.L.T.), which also provided liaison to S.E.D for content, training plans, administrative, and program matters.

Training Needs

DASEs reported that training needs were assessed in the districts through the QUIPP interest inventory and informal discussions with administrators and staff. The information obtained was used to determine what services SETRC trainers would offer. Various approaches were taken to arrange for services to be provided by the SETRC trainers. In general, the DASE, supervisors or school-level administrators directly contacted SETRC trainers to request services to meet needs as they arose. SETRC activities were coordinated with other training efforts in the districts; SETRC personnel were available to provide reinforcement and follow-up training to supplement district training efforts.

Population Served

Both general and special education personnel, including teachers,

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*While members of the SETRC staff were based in the five regional centers, O.P.D.L.T. was responsible for directing and implementing the program.

administrators, supervisors, paraprofessionals, support staff, vocational and guidance counselors, and providers of related services participated in SETRC. In addition, SETRC provided training to parents of children with handicapping conditions. The Resource Centers provided services and materials to all of the above groups as well as the general public.

Trainer Activities

Trainers delivered training in three modes: 1) they conducted training themselves (i.e., trainers provided training directly to a particular group of trainees); 2) they co-trained (i.e., trainers shared the responsibility for delivering the content with a consultant or other trainer); and 3) they coordinated training (i.e., trainers arranged time, place, and content and they publicized the training). S.E.D. stipulated that at least 50 percent of the training had to be conducted by SETRC trainers themselves or with someone else. Trainers were responsible for providing materials and resources to support the training. In addition, they coordinated their training efforts with the Resource Centers when appropriate.

SETRC trainers also provided technical assistance to one or more persons in blocks of 30 minutes or more, by offering guidance and information in person and over the telephone to administrators and school personnel requesting assistance. Trainers also sent information in response to individual requests. In addition, they participated in central training development including one meeting per month with O.P.D.L.T. and three S.E.D. meetings with SETRC trainers from throughout the state.

Training Objectives

In setting SETRC training objectives, S.E.D. targeted training hours in the

following four areas: educational personnel, local needs, parents, and information dissemination/technical assistance. The objectives for educational personnel and local needs were further subdivided into sub-objectives*. S.E.D. proposed that a specific number of training hours be delivered for all objectives and sub-objectives except information dissemination/technical assistance, comprising a total of ten objectives.

In 1988-89, 13 SETRC trainers delivered a total of 8,161 hours of training, approximately 628 hours per trainer, an average of 33 hours more per trainer than 1987-88. While the total training time was 760 hours less than 1987-88, the program had two fewer trainers 1988-89.

While SETRC fell short of meeting the proposed overall number of hours of training, trainers did meet the objectives for occupational educators, support personnel, and special education personnel. However, SETRC trainers did not meet the objectives for general education personnel, Limited English Proficient (LEP) personnel, preschool personnel and parents, or parents of primary and secondary school children. SETRC also fell short of the proposed number of hours of training based on local needs. Table 1 provides a summary of the total number of hours proposed and number of hours actually provided under each of the S.E.D. training objectives.

OBJECTIVE 1: TRAINING OF EDUCATIONAL PERSONNEL

The intent of all sub-objectives for training educational personnel was to support D.S.E.'s commitment to the appropriate evaluation and placement of special education

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*Throughout this report, OREA will use S.E.D.'s taxonomy when referring to these objectives by number.

TABLE 1

Total Number of Hours of Workshop Training
for Each Objective

Program Objectives		Number of Hours Proposed	Number of Hours Recorded
Training for Education Personnel			
1.1	General Education Personnel	1,150.0	1,034.0
1.2	Occupation Education Personnel	80.0	171.0
1.3	Support Personnel	638.0	1,063.5
1.4, 1.5	Special Education Personnel	2,018.0	2,704.0
Training for Local Needs			
3.1	Training Based on Local Needs	2,132.0	1,631.0
3.2	Limited English Proficient (LEP)	1,000.0	692.5
3.3	Preschool Personnel and Parents	232.0	137.0
Parents			
4.1, 4.2	Parents of Students	1,280.0	728.0
TOTAL		8,530.0	8,161.0[a]

Source: Data retrieval forms from the Division of Curriculum and Instruction

[a]This figure does not include 296 hours of E.C.D.C. training conducted because S.E.D. did not mandate a specific training objective for the 1988-89 program cycle.

- *The number of hours recorded exceeded the number of hours proposed for all sub-objectives of Objective 1, except that for general education personnel.*
- *The number of hours recorded for Objectives 3.2 qnd 3.3 represent a substantial increase over 1987-88.*
- *The number of hours recorded for Objectives 4.1 and 4.2 were far below the proposed number.*

students in the least restrictive environment and to encourage mainstreaming. To satisfy this goal, the objectives addressed the needs of both special and general education personnel, particularly teachers.

Objective 1.1: General Education Personnel

- To provide 1,150 hours of training to general education personnel.

The intent of this objective was to provide general education personnel with the knowledge and skills to work effectively with mainstreamed special education students as well as general education students who are at risk.

Implementation. Training topics included: classroom and behavior management, mainstreaming, effective instruction, curriculum content areas, and curriculum adaptation in specific content areas to comply with S.E.D.'s Part 100 Regulations allowing special education students to meet high school graduation requirements.

Outcome. SETRC trainers fell just short of meeting the proposed number of training hours under this objective. Trainers delivered a total of 1,034 hours, representing a significant decrease from 1987-88, when complying with S.E.D.'s increased emphasis on this population, SETRC trainers delivered an extraordinary 2,271 hours of general education training.

Objective 1.2: Occupational Education Personnel

- To provide 80 hours of training to occupational education personnel.

The intent of this objective was to provide occupational educators with the knowledge and skills to enable them to meet the needs of special education students.

Implementation. Training focused on the implementation of the Part 100 Regulations which stipulate that all seventh grade students, including special education students, are to have the opportunity to participate in required units of study for career and home skills. Workshops focused on identifying and responding to the particular needs of special education students to help them make the transition from school to work.

Outcome. This year SETRC trainers delivered a total of 171 hours of training for occupational educators, exceeding the proposed number of hours. In 1987-88 SETRC surpassed this goal as well by delivering a total of 386 hours of training for occupational educators.

Objective 1.3: Support Personnel

- To provide 638 hours of training to general education support personnel.

The intent of this objective was to provide support personnel (School Based Support Teams [S.B.S.T.s], speech and language teachers, guidance counselors) with training to work effectively with special education students and at-risk general education students. It further aimed to facilitate students' transition from general to special education and to integrate support services into students' overall instructional programs.

Implementation. Workshop topics focused on compliance issues, Part 100 regulations, annual reviews, Phase I I.E.P.s, effective instruction, and assessment.

Outcome. SETRC far exceeded the proposed number of hours by offering 1,063 hours of training to general education support personnel. It represents a significant increase over 1987-88 when SETRC trainers provided 717 hours of training.

Objectives 1.4/1.5: Special Education Personnel

- To provide 2,018 hours of training to elementary and secondary school special education personnel.

The intent of these objectives was to provide training to special education personnel that would improve the quality of instruction for special education students. At the high school level, the training focused on modifying instruction in the content areas.

Implementation. In 1988-89 the Quality Improvement Program Plan (QUIPP)* administered an interest inventory to all special education teachers and paraprofessionals. In order to address these interests, community school districts called upon SETRC personnel to assist in the design as well as the delivery of QUIPP training. SETRC trainers also provided turnkey training to the district teacher trainers and supplemented district efforts by providing a variety of workshops, including behavior and classroom management, effective instruction, curriculum adaptation in specific content areas, curriculum-based assessment, and compliance issues. At the high school level SETRC training efforts were coordinated with the State Incentive Grant for pupil performance (SIG), outside agencies, and private schools.

Outcome. SETRC trainers met the training objective by offering 2,704 hours of training for special education personnel, exceeding the total of 2,373 hours in 1987-88.

OBJECTIVE 3: TRAINING BASED ON LOCAL NEEDS

The intent of this objective was to allow training to be responsive to the

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*QUIPP is a district-based staff development program providing training to special education teachers and paraprofessionals in areas they requested.

particular needs of local school staff involved in the education of students with handicapping conditions. These needs included compliance issues, effective parent involvement, bilingual education/English as a Second Language (E.S.L.), less restrictive placements, and training of new personnel.

Objective 3.1: Local Needs

- To provide 2,132 hours of training based on identified local needs to personnel involved in the education of students with handicapping conditions and to new teachers.

Implementation. SETRC trainers delivered training to address a variety of local needs, including curriculum adaptation, instructional strategies, behavior and classroom management, curriculum-based assessment, I.E.P.s, annual review, Part 100 regulations, and the role of the paraprofessional.

Outcome. SETRC trainers did not meet the training objective for local needs; they offered a total of 1,631 hours of training. In 1987-88 SETRC trainers came close to, but did not reach the proposed goal, offering 2,099 hours of training.

Objective 3.2 Limited English Proficient (LEP) Students

- To provide 1,000 hours of training to school personnel who work with teachers and parents of LEP special education students.

The intent of this objective was to provide special education teachers with training in E.S.L. instructional techniques and strategies and to provide parents with the skills needed to support their children's language and educational development.

Implementation. SETRC trainers implemented the training programs developed during the previous program cycle to support LEP assessment and instructional

programs in the community school districts. SETRC participated in a citywide training effort which focused on E.S.L. strategies, annual goals, curriculum adaptation, language-based assessment, and parent involvement.

Outcome. While SETRC trainers did not meet the proposed goal for this objective, they offered 692 hours of training which represents a significant increase over 1987-88 when despite much planning, SETRC trainers delivered only 55 hours of LEP training.

Objective 3.3: Preschool Parents and Teachers

- To provide 232 hours of training to school personnel and parents of preschool students with handicapping conditions.

The intent of this objective was to provide information to parents and teachers relating to the educational opportunities and services available in New York State and New York City for preschool-age handicapped children.

Implementation. SETRC endeavored to further coordinate its efforts with those of the Early Childhood Direction Centers (E.C.D.C.) and other organizations and agencies for parents of preschool-age handicapped children. As in previous years, the difficulty of recruiting parents and the lack of requests for training for preschool parents and teachers limited the amount of training delivered under this objective.

Outcome. In 1988-89 SETRC trainers delivered a total of 137 hours of training under this objective. While SETRC did not meet the proposed 232 hours, it represents a significant increase over 1987-88 when SETRC trainers delivered only six hours of training under this objective.

OBJECTIVE 4: TRAINING FOR PARENTS

- To provide 1,280 hours of training to parents of students with handicapping conditions at the primary and secondary levels.

The intent of this objective was to provide parents of students with handicapping conditions with the knowledge and skills to increase their participation in the referral, evaluation, and placement processes. SETRC coordinated its training efforts with the activities of the Parent Community Liaison Project and Project Reach Out to Parents (ROPO).

Implementation. In 1988-89 the SETRC trainer working out of O.P.D.L.T. worked to integrate the S.E.D. objectives with parent needs. Trainers attempted to address the many common issues that emerged in a needs assessment of parent groups, special education staff and administrators. Workshop topics included effective communication strategies, reading remediation, and behavior management.

Outcome. SETRC trainers delivered a total of 728 hours of training for parents falling short of the proposed 1,280 hours. In 1987-88, SETRC trainers also missed this goal, offering 1,014 hours of training.

OBJECTIVE 5: INFORMATION DISSEMINATION

Objective 5.1: Technical Assistance

- To provide local constituents with appropriate information regarding the education of students with handicapping conditions through material dissemination, telephone and personal contact, and/or media presentations.

Trainers addressed these issues by updating mailing lists, meeting with supervisors, and consulting with district staff development personnel. Staff also disseminated brochures outlining services and inviting requests for assistance.

Trainers continued to offer support to new teachers and technical assistance as a follow-up to workshops. On-site technical assistance consisted primarily of school visits in which trainers met with individual teachers, administrators, or small groups during free periods. Topics included: behavior management, curriculum adaptation, mainstreaming, curriculum materials, and programming issues. SETRC trainers documented the kind of assistance provided and lists of the recipients, however, S.E.D. did not propose a number of hours to be delivered under this objective.

TRAINERS' PERCEPTIONS OF TRAINING

In response to OREA interviews, trainers expressed satisfaction with the level and quality of the services they were able to offer this year. They reported that they had received information regarding needs from a variety of sources, including DASEs, teacher trainers, and principals. In addition, participants at their training sessions informed them about their training interests. The program was responsive to the needs and interests of their constituents and trainers reported that attendance was high and the feedback quite positive. SETRC's flexibility in meeting needs as they arise was cited as a very positive aspect of the program.

Trainers described their work as far more extensive than the training hours reported to S.E.D. might otherwise indicate. They reported that due to their enhanced visibility, demands for technical assistance were high this year. However, they received no acknowledgement for the hours of service provided under this objective. In addition, SETRC workshops (whether conducted, co-trained, or coordinated) required a substantial amount of preparation. However, training hours reported to S.E.D. did not necessarily reflect these efforts because many of the SETRC workshops

involved large audiences and therefore, increased preparation.

SETRC trainers were pleased with the efforts made in 1988-89 year to address the gaps in their own knowledge. Trainers felt that in order to be effective, they had to be well-informed and current. Trainers endeavored to improve their own capabilities by keeping abreast of recent research and new curriculum information so that they could offer workshops on an even broader range of topics. In addition to the state-wide training in 1988-89, all New York City trainers participated in training sponsored by O.P.D.L.T. However, trainers expressed a need for more opportunities to interact with fellow trainers and to improve their own skills.

Trainers also attempted to integrate their training efforts with the Resource Centers by conducting training sessions on-site and introducing participants to the facilities. They acknowledged that these facilities were in need of updated materials and were under-utilized.

DASES' PERCEPTIONS OF TRAINING

As a group, the DASEs expressed satisfaction with the services provided in 1988-89 by SETRC trainers. The most common suggestion was to increase the number of trainers in order to meet the high demand for their services. Four of the DASEs interviewed reported that they had utilized SETRC services to a great extent. One DASE indicated that, given the high demand for SETRC trainers' services, he was unable to utilize SETRC to the extent he would have liked. Another DASE reported not using SETRC trainers at all because most of the district's training was conducted by QUIPP. This DASE was not aware of the services SETRC provided, and felt that the program's publicity and outreach efforts were less than optimal.

When asked whether SETRC was successful in meeting the needs of district personnel and parents, DASEs indicated it was a critical component of their districts' training efforts. DASEs described SETRC trainers as well-informed and effective, and SETRC workshops as up-to-date, relevant, and applicable to the activities of the participants. DASEs also indicated that the training sessions were well attended and that participants were overwhelmingly positive in their responses to the training.

While the DASEs considered the Resource Centers a valuable aspect of the SETRC program, they were not certain that district personnel and parents were utilizing them fully. Time constraints, the inconvenience of travelling to the centers, and limited publicity were mentioned as factors that limited the use of this service.

RESOURCE CENTER USERS' PERCEPTIONS

Resource Center users surveyed consisted primarily of classroom (53 percent) and homebound (12 percent) teachers. In addition, small numbers of administrators, support personnel, paraprofessionals, parents, college personnel and teacher trainers participated. Users had learned about this service in a variety of ways: 28 percent had heard about it from their colleagues; 20 percent were informed at training sessions; 14 percent were employed in the building where the center was housed; and 14 percent were informed by their supervisors. The remaining respondents saw fliers or were told about the facilities by SETRC employees and college professors.

While many of the users indicated that they had limited experience with the resource center facilities, 25 percent of those surveyed had used it more than ten times during the 1988-89 school year. While some reported that they were not always able to obtain the information they were seeking, the vast majority (97 percent)

indicated that the library had met their expectations by providing them with useful, innovative material to supplement and enhance the learning environment; 95 percent of the respondents reported that they had found what they were looking for on that particular visit.

There were, however, some complaints about the available resources: 25 percent of the respondents would have liked more audio-visual and/or computer materials; 20 percent indicated that in general the materials needed updating; and 19 percent wanted more appropriate materials for a particular subject area, age group, or ability level. Users offered several specific suggestions to improve the Resource Centers: enhanced publicity efforts, a pick-up and/or delivery service, and a computerized information retrieval service.

IV. CONCLUSIONS AND RECOMMENDATIONS

In 1988-89, SETRC provided a total of 8,161 hours of training, falling just short of the proposed 8,530 hours. While less than the hours delivered in 1987-88, it represents an increase in the average number of hours offered per trainer. Though unable to meet the proposed number of training hours, SETRC was quite successful considering that there were two fewer trainers in 1988-89. As demonstrated by interviews with DASEs and trainers, SETRC was regarded as an essential component of school and district training efforts. SETRC trainers made every effort to accommodate training requests, and participants' responses to training were quite positive.

SETRC did meet the training objectives for occupational education personnel, support personnel, and special education personnel, and exceeded 1987-88 offerings for the latter two populations. SETRC continued its commitment to training general education personnel; however, it fell just short of the objective for this population. While SETRC trainers did not meet the objective for LEP personnel and preschool personnel and parents, trainers' efforts represented a substantial increase over those of 1987-88. The program's enhanced visibility and outreach should allow them to continue to attract these populations in the future. While both trainers and DASEs described the program as responsive to the needs of its population, SETRC did not meet the objective for training based on local needs. In addition, SETRC did not meet the objective for the training of parents of elementary and secondary school age children. Despite SETRC's continued efforts to make parent issues a priority, this group remains somewhat difficult to attract and involve in training.

SETRC trainers expressed satisfaction with the training they delivered; they felt that the program was more flexible and varied than in the past. Their services were in great demand and trainers felt satisfied that they were able to meet the needs of their constituents. As in the past, trainers described their responsibilities as quite extensive and varied. In addition to delivering and coordinating workshops, trainers also devoted time to providing technical assistance, disseminating information, developing workshop content, and preparing materials.

The DASEs interviewed were overwhelmingly satisfied with the training provided by SETRC. However, due to the high demand for services, some felt that they were not able to utilize the trainers to the extent they would have liked.

Resource Center users favorably evaluated this component of the program and offered useful suggestions for its continued improvement. The vast majority of respondents indicated that they were able to obtain the materials they desired and that the libraries had met their expectations. The materials themselves as well as the assistance of the SETRC staff were described as quite helpful. While the Resource Centers were described as quite useful, use of these facilities was limited by travel and time constraints.

The conclusions, based upon the findings of OREA's evaluation, lead to the following recommendations.

- Propose a specific number of hours for the technical assistance objective based upon the demand for such services.
- Enhance publicity efforts in order to attract users to the Resource Centers.
- Provide Resource Center users with information regarding how to obtain updated materials when not available at the center.